DOCUMENT RESUME

ED 322 553 CS 507 241

AUTHOR Oseguera, A. Anthony
TITLE Internationalizing the U.S. College and University Curricula through the International Mass Communication Minor.
PUB DATE 23 Feb 90
NOTE 22p.; Paper presented at the Annual Intercultural and International Communication Conference (7th, Miami, FL, February 23, 1990).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Curriculum Development; Higher Education; *Intercultural Communication; *Interdisciplinary Approach; *International Communication; Interpersonal Communication; *Mass Media; *Program Design; *Speech Communication
IDENTIFIERS Communication Arts; Eastern Illinois University

ABSTRACT

An international mass communication minor, with its salient, unique communication features and its interdisciplinary nature, can internationalize American higher education and raise students' cultural, political and economic awareness. The relationship existing between communication and the various disciplines is illustrated in the Arts-Sciences Convergence Paradigm, in which history is located at the lower third of a communication pyramid, and philosophy at the top third. Located in the middle of the pyramid are the communication-related content areas (economics, finance, political science, psychology, and sociology) which connect the two convergent areas. Communication disciplines, i.e., foreign languages and journalism, are the bonding agents for these communication-related areas, and, as such, are appropriate for an internationalized emphasis in the curriculum. (Course requirements and selection for a minor in international mass communication are described and one figure containing the Arts-Sciences Convergence Paradigm are included.) (KEH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED322553

Internationalizing the US College and University Curricula Through the International Mass Communication Minor

By

A. Anthony Oseguera

Eastern Illinois University

Presented to

Seventh Annual Intercultural

and

International Communication Conference

Hyatt Regency

Miami, Florida

23 February 1990

Running Head: International Communication Minor

CS507241

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

A. Anthony Oseguera

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Dedication

To Maggie, thanks for your continued support.

Table of Contents

Introduction

President George W. Bush and Secretary of Education Lauro F. Cavazos

Economic Indicators

Thesis

The United States and Mexico

Hemispheric Commitments

US Leadership

International Mass Communication Minor

EIU

Course Selection

SPC 2520: Introduction to Mass Communication

Arts-Sciences Convergence Paradigm

The Triangle/Pyramid: History and Philosophy

The Cement: Communication

Communication Related Content Areas: Economics, Finance, Political Science, Psychology, and Sociology

Communication Disciplines: Foreign Language and Journalism

A-S Paradigm

Suma

Conclusion

References

Acknowledgements

President George W. Bush and Secretary of Education Lauro F. Cavazos are attempting to improve the status of education for all Americans. Instead of a state-to-state competition, as now exists, to accomplish the former, national guidelines are being considered to raise the current levels of achievement by American students in all academic institutions, especially those institutions currently performing below the proposed new standards (Cavazos, Fall 1989, PBS). Furthermore, the nation's political, economic, and social enterprises require immediate and far-range amelioration in order to compete in the global arena (Promote "Heroes," President Urges, November 23, 1989, p. 13A). Economic indicators point to the US falling behind other nations, e.g., Japan, West Germany, and Spain, in human resources: recent per capita gains vis-a-vis educational achievement in reading, mathematics, and technology (Leaders criticize..., February 2, 1990, p. 7A). Thus, education is seen as the modus operandi to invigorate an ailing, or at least sluggish, economy.

The internationalizing of US college and university campuses can prove a viable instrument when this efficacy is utilized in raising American international awareness: cultural, as well as political and economic (Oseguera,

December 1988, Internationalizing.... pp. 2-5.) This construct is further enhanced when the international mass communication minor, with its salient, unique communication features and its inter-disciplinary nature, moves to the vanguard in order to create-discourse: a forum. Although many American universities already have large international student enrollments, these populations reside primarily on the American periphery, e.g., New York, Florida, Texas, California, and Illinois: Chicago. The interior American states seem immured, away from international experience and influences; a parochial attitude persists: neoisolationism. Nevertheless, today the mass media does, of course, provide a vicarious experience, where human contact with non-Americans is either non-existent or, at best, infrequent. Where direct international experience is absent, i.e., inability to travel and low international student enrollment, the international mass communication minor can, in conjunction with other operational international courses available on campus, help the American student to expand his or her world view.

The United States and Mexico:

In early October of 1989, Mexico's President Carlos Salinas de Gortari and US President George W. Bush met to discuss seven pacts (St. Louis Post-Dispatch, October 4, 1989, p. 8A), that included political-economy, education and cultural exchange, and, yes, the drug trafficking problem:

In recent years Colombia, Nicaragua, and Mexico have been accused of shipping drugs to the US via Florida, Texas and California. Besides drugs, both Presidents Bush and Salinas de Gortari face similar problems, even though Mexico's debt to the US exceeds $25 billion (Oseguera, November 1984, Mexico: .... pp. 1-47). They are committed to improving the problems that affect the hemisphere as a whole: health, illiteracy, unemployment, ecology, crime, etc.

The United States can provide the leadership for the entire hemisphere by creating avenues that lead to a better educated citizenry at home. Once again, the American university is called upon to enlighten and expand our domestic and international horizons. Only this time, the mandate is the internationalizing of all US campuses in order to foster a more egalitarian international communication ambiance. To this end and to reiterate, the international mass communication minor can play a decisive role in the internationalizing process. The rise of the EEC and ASEAN dictates that the American nations "pull together" (Flanigan, November 12, 1989, p. 3C). Our futures are interlocked; a new North-South dialogue based on knowledge is required. In this respect, what better vehicle can be used than an international minor capable of traversing the world?

International Mass Communication Minor:

At Eastern Illinois University a minimum of eighteen

hours is required to fulfill the minor requirement. Nine hours must be at the 3000 level or higher. What follows is a guideline to what might constitute the international mass communication minor:

Course Selection:

SPC 2520:	Introduction to Mass Communication	3
SPC 3750:	High Technology Communication (pr. 2520)	3
SPC 4000:	U. S. Government Broadcasting and Publications	3
SPC 4000:	(-2): International Broadcasting	3
SPC 4750:	Advance Theories of Mass Communication (pr 2520)	3
FLG/FRE 1001:	Conversational French	2
GER 1001:	Conversational German	2
SPN 1001:	Conversational Spanish 2	2
ECN 3860:	International Economics (pr. 2801/2 or i.p.)	3
FIN 4820:	International Finance (pr. 3710/30)	3
JOU 4101:	Communication Law (pr. 3000 or i.p.)	3
HIS 1400:	History of the Third World	3
PHI 3260:	History of Philosophy: Modern	3
PLS 3223:	International Organization (rec. 2203)	3
PSY 3590:	Theories of Personality (pr. 2310)	3
SOC 3900:	Political Sociology (pr. 2710 or i.p.)	3
	18 hours required of the total 45	

Note: pr. = prerequisite; i.p. = instructor's permission; rec. = recommended

SPC 2520: Introduction to Mass Communication

This course examines the history of mass communication from early communication forms to the advent of the printing press to the present state of electronic communication. The FCC rules and requlations governing broadcasting and cablecasting are carefully studied in juxtaposition to the US Constitution and the Bill of Rights. Questions concerning PSAs, advertising, and programming are also analyzed. Ethics and special problems that affect mass media consumption are discussed and recommendations for improvement are advanced.

The minor requires that SPC 2520, SPC 4000, and SPC 4000-2 be taken in sequence, if possible. Other than taking the aforementioned courses, the additional nine hours of credit may be selected from any of the other courses listed above.

Arts-Sciences Convergence Paradigm:

Many communication professors have wrestled with the problem of explaining to students and professionals alike exactly what the field of communication is. Fortunately, for some professors of communication, the answer seems easier because they have come to the field of communication from other disciplines and work experiences that give them a unique and different view of what communication is.

Some might argue, and correctly so, that the field of

communication is not a content area per se. Nevertheless, the point can be made that communication, besides being skill-oriented, developed over a lifetime, is content-oriented too. The field of mass communication is a case in point and it is but one of many communication areas. Rhetoric, the oldest area of communication study, concentrates on the history of the art of communication, in general, and the art of public speaking, specifically. The communication area of speech pathology and audiology left speech communication to join other fields of medicine as communication disorders and sciences. The new area of public relations relies on course work from both speech communication and journalism. These are all content areas. The areas of interpersonal and group communication center their efforts on preparing the student for a more productive life by improving the individual's ability to perform effectively in dyadic and group encounters. Non-verbal communication, likewise, is skill-bound. Cross cultural communication, however, tends to be more content-bound because the student is asked to develop an appreciation for cultural differences and similaries based in large measure on the historical development of the cultures in question. Finally, listening skills are just that, the development of the student's ability to listen actively.

The question arises: is there a relationship between communication and the various disciplines that make up the college and university catalog? The answer is obviously yes.

Some intellectuals might argue that there exists a relationship between all things. And this idea, too, is valid. Still, one need not look far to see that history, more than any other discipline, is the field of study that unites all areas of intellectual endeavor at the very base as foundation.

The Triangle/Pyramid: History and Philosophy:

The triangle or the pyramid is useful for our understanding of educational construction. As stated above, history is the basis of all human endeavor: There exists a history in space and time of all humans, objects, and activity. Philosophy is at the apex, at the summit. The standard of philosophy held high is the qualitative and quantitative criteria that we look to as the vanguard of worthwhile future endeavors. Philosophy, then, is the guiding light that illuminates the darkness; the light prepares the way so that other disciplines might follow unimpaired.

The Cement: Communication:

Communication is the cement between history and philosophy. It is poetry's conceit, the bridge that links history to philosophy. It is the channel between what has been and what might be. Communication makes it possible to

join the past to the future. It accomplishes this feat by providing the mechanism of expression: language, oral and aural; and, verbal and non-verbal. Without these skills, civilization would continue to meander without substantial progress. Communication is library. We are all offshoots of mankind's collective library and, like that storehouse of human knowledge, a houseboat floating through the universe of time, we too follow the river's flow and strive to comprehend life's winding and sometimes turbulent path, forever seeking, above all else, the placid waters of truth.

Communication Related Content Areas: Economics, Finance, Political Science, Psychology, and Sociology:

It might be argued that the above disciplines are actually communication content areas. If communication is seen exclusively as promoting skill over content, then it makes even more sense to advance the notion that economics, finance, political science, psychology, and sociology use the skills of communication as their principal arsenal.

The businessman (economics/finance) uses barter. What is barter? It is negotiation between individuals to determine the value, worth, and exchange of a product, a service, or an idea. In determining such, the negotiators use language and language, most certainly, is the basis of communication. Business deals are finalized with contract; and yes, contract is language and language is communication.

The lawyer (political science) uses his/her communication skills to perform research outside of the courtroom, and once inside, he/she uses communication skills to sway the judge and jury to his/her way of thinking. The lawyer does not, strictly speaking, use any other tools than those of language to perform cognitive acts. Obviously, both the lawyer and the businessman use science when and where required to further determine authenticity, to determine, based on facts, whether or not a thing is true or false. The scientific experiment in the laboratory, however, follows the design of language and symbols. And once an experiment substantiates that the lawyer's idea is correct or incorrect, the lawyer must use his communication skills, supported by scientific fact, to defend or attack in the courtroom. Many a lawyer has lost a case even when the supporting facts were known to be true, because he/she did not know the law, or correct procedure. The law is language, a description of what is permissible and what is not permissible in a given society. Our acts may betray or defend us where God is all-knowing, but here on Earth, a good lawyer knows the law, the language of the law, the expression of man's will: communication.

Psychology and sociology aid humanity by helping to explain our individual and group behaviors. A psychologist explores the human mind based on feedback he/she receives from his client, or what he learns from others about the individual's behavior; and, laboratory experiments might be

found to have relevancy where the experimental psychologist is concerned. The clinical psychologist, however, relies more on human action and language to determine whether or not a person is acting within the parameters of accepted conduct. No matter the type of psychologist, each uses language to define the mental health of us all. The sociologist places the individual in the group and studies the group's behavior to determine if the group is like or unlike that of other known groups. This knowledge is derived from what the group says and does: verbal and non-verbal behavior. Thus, the sciences of psychology and sociology define our existence by what we say and do and, as is the case with other professions, the psychologist and the sociologist create a metalinguistics of their own kind: communication.

Communication Disciplines:

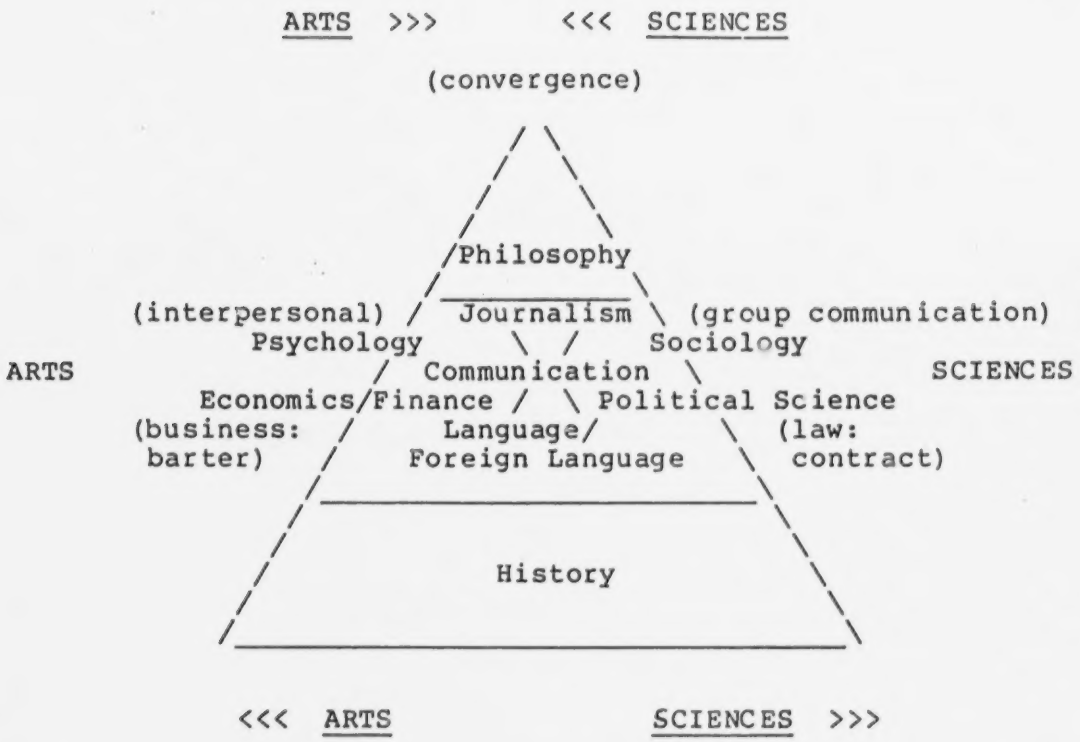
Finally, foreign language and journalism are communication disciplines. In America we differentiate between speaking, reading, and writing, yet they all derive their impetus from language: communication.

A-S Convergence Paradigm:

In the Art Science Convergence Paradigm shown below, beginning at the bottom, the arts swing to the left of the pyramid while the sciences swing to the right of the pyramid

where each forms a 180o half-circle and converge with one another at the apex. Thus, a complete circle is formed to circumnavigate the pyramid from both sides, and it is also possible for both the arts and the sciences to continue their forward thrust until they each arrive at their respective and original ports of departure thereby creating a second circumnavigation.

History is predictably located at the lower third of the paradigm as the basis of all human endeavor. Philosophy, conversely, is located at the top third of the paradigm where it predictably reflects the standard, the vanguard of all knowledge, and provides the light for all other disciplines that follow and fall in between history and itself. Communication, as the bonding agent, is located in the middle of the paradigm where the other communication related content areas surround and complement it.

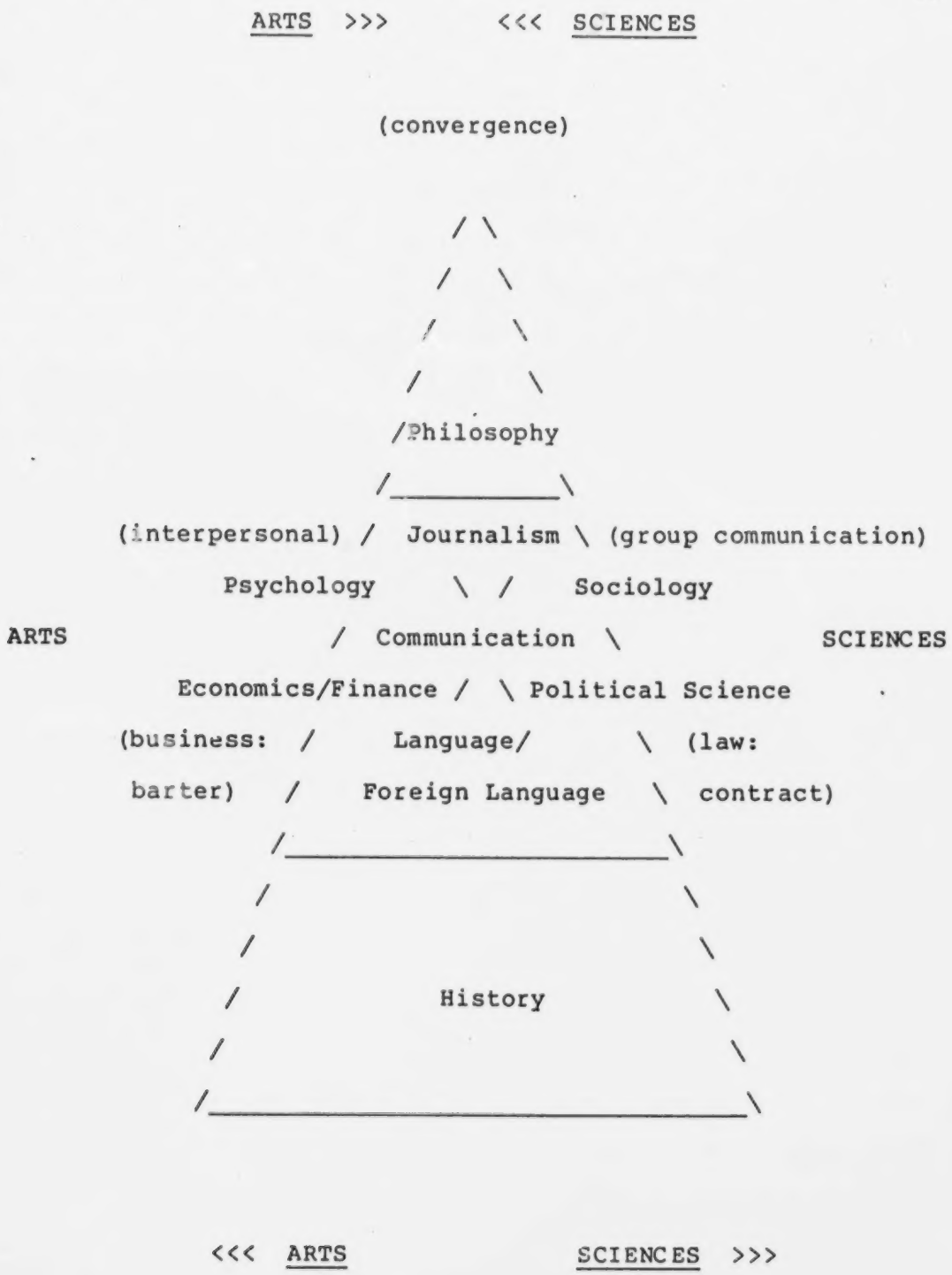


Arts-Sciences Convergence Paradigm: Figure 1

Note: The A-S Convergence Paradigm was created by A. Anthony Oseguera for the course Advance Theories of Mass Communication.

The Berlo, Gerbner, Hovland, Osgood, Westley-MacLean, and other paradigms most currently used in communication theory courses do not address specifically the idea of communication as it relates to other communication-related content areas and, more specifically, to the communication flow indicated above (McQuail and Windahl, 1981; Wiman and Meierhenry, 1969, pp. 57-174).

AAO.



A. A. OSEGUERA's A-S Convergence Paradigm: Figure 1, Enlargement

Suma

In suma, the international mass communication minor is available to colleges and universities that wish to use its unique features to internationalize the campus. Because the US is currently falling behind other nations in commercial exports and education, i.e., language, science, and mathematics achievement by students in such countries as Japan, West Germany, and Spain, the international mass communication minor is recommended as a way of expanding the American student's world vision in hopes that he/she will gain much needed information and insight to compete in an ever shrinking planet.

Conclusion:

In conclusion, theory is useful when it is put into action. No plan is perfect, but we can work toward the perfect plan, that is theory, advanced by implementation. If mistakes are made, let us correct them. As Americans we do our students and countrymen a disservice when we do not challenge their global awareness. How many of our own students can name the state capitols of each American state? How many of our own students can name,in order, the Presidents of the United States? How many students know the capitols of the UN member nations? Do they know where these countries are located? Do they know the number of people who

live in these countries? What knowledge do they have of the languages, religions, and governments that comprise these nations? How can our people follow when there is no one to lead (Is Government Dead? Time, October 23, 1989, cover)? If, as Time reports, "Unwilling to lead, politicians are letting America slip into paralysis," let the educators of our land stand for higher ground. A better informed American student, who knows and cares as much about our fellow human beings living outside the US as he/she does about those that live within our borders, can reinvigorate the real American dream.

References

Cavazos, L. F. (Fall 1989). US Secretary of Education's appearances on American TV advocating a need for new Federal Educational Guidelines, Public Broadcasting System, or contact: Office of US Secretary of Education, Washington, D. C., Fax 202 732 3547.

Is government dead? (October 23, 1989). Time. Cover story, pp. 28-32.

Flanigan, J. (November 12, 1989). Asians think U S. has lost competitive spirit, St. Louis Post-Dispatch. p. 3C.

Leaders criticize Bush's gap in education budget, goals (February 2, 1990). The Daily Eastern News. p. 7A.

McQuail, D. and Windahl, S. (1981). Communication Models: For The Study of Mass Communications. New York: Longman, Inc.

Oseguera, A. A. (December 1988). Internationalizing the college and university campus: Four paradigms. In G. Padavil (Ed.) and A. Saliba (Asst. Ed.), Internationalizing Curricula (pp. 2-5). Normal, IL: Illinois State University.

Oseguera, A. A. (November 1984). Mexico: The role of the participatory media in immigration/emigration as culture and political-economy, ERIC: ED 251 268. pp. 1-47.

Promote "heroes," President urges (November 23, 1989). St. Louis Post-Dispatch p. 13A.

St. Louis Post-Dispatch (October 4, 1989). p. 8A.

Wiman, R. V. and Meierhenry, W. C. (1969). Section 2. The intellectual systhesis, Educational Media: Theory into Practice. pp. 57-174.

Acknowledgements

A special thanks to Dr. Doug Bock for his continued support in my pursuit of international studies. Also, thanks to Dean Jon Laible for his support of the Latin American Studies Minor that in a manner of speaking paved the way for the proposed International Mass Communication Minor. Finally, thanks to the Eastern Administration for their efforts to internationalize the campus of Eastern Illinois University.